

Learning to Learn

Policies and Guidelines

for the Implementation of

Resource-based Learning

in Newfoundland and Labrador Schools



Government of Newfoundland and Labrador

Department of Education

Division of Program Development

Authorized by the Minister

1991

Learning to Learn

Policies and Guidelines

for the Implementation of

Resource-based Learning

in Newfoundland and Labrador Schools



Government of Newfoundland and Labrador
Department of Education
Division of Program Development

Authorized by the Minister
1991

Learning to Learn

Foreword

Today's society is experiencing the tremendous impact of the information age. There are significant implications for our education system such as the types of learning experiences that are provided for in the curriculum, and the ways that learners are involved in these experiences.

The main goal of resource-based learning is to provide the opportunity for all students to develop independent learning skills, in conjunction with the acquisition of a basic body of knowledge which will enable them to become life-long learners. Full attainment of this goal will require that resource-based learning be implemented in every classroom in the province.

Learning to Learn focuses on the learner and the development of the skills needed for independent, lifelong learning. The intent is to present to educators a clear statement on the value and role of a diversity of learning materials, locations, and activities in the education of our students, and, to delineate the support elements needed to move from theory to practice. Students will be more effectively served educationally as resource-based learning becomes an integral part of the instructional process in our schools. The Department of Education, under the leadership of the Distance Education/Learning Resources Section, is committed to assisting school districts in the development of resource-based learning as standard practice in their schools.

Learning to Learn

The Department of Education
grants the right to photocopy the main body
of this document for educational
and non-profit use.

Persons wishing to reproduce the Appendix
will require the permission of the
Canadian School Library Association

Contents

Introduction	1
Resource-based Learning	2
Policy Statements	4
Models for Resource-based Learning	5
The SUCCEED Model for Independent Learning	5
The EFFECTIVE Model for Planning Resource-based Learning	7
Cooperative Model for Planning and Teaching	16
Implementation: Leadership Roles and Responsibilities	17
Resource-based Learning	17
Collections	19
Personnel	22
The District As Partner	22
The Principal as Partner	23
The Teacher as Partner	24
The Learning Resource Teacher As Partner	24
Professional Development	27
Facilities	29
Funding	32
Development Charts	34
Glossary	43
References	45
Appendix: Canadian School Library Association, The Qualifications for Teacher Librarians	49

Acknowledgements

The Department of Education wishes to acknowledge the efforts of all those who contributed to the development of this document.

In particular the Department thanks:

Committee Members

Jean Brown, Chairperson
Assistant Professor
Faculty of Education
Memorial University of Newfoundland

Kinette Adams
Education Consultant (Music)
Department of Education

Calvin Belbin
Education Consultant (Learning Resources)
Department of Education

Delphine Brake
Education Consultant (Primary/Elementary Language Arts)
Department of Education

Ann Cody
Learning Resources Coordinator
St. John's Roman Catholic School Board

Sister Helen Corrigan
Assistant Superintendent
Ferryland Roman Catholic School Board

Learning to Learn

Everard Davidge
Assistant Superintendent
Bay D'Espoir Integrated School Board

Frank Kearsey
Executive Director
Roman Catholic Education Council

Lynnette Langdon
Learning Resource Teacher
Pentecostal Board of Education

Victoria Pennell
Learning Resources Coordinator
Avalon Consolidated School Board

Geraldine Roe
Associate Superintendent
St. John's Roman Catholic School Board

Rene Wicks
Vice-Principal
Conception Bay South Integrated School Board

Other

The Department commends the efforts of:

The Newfoundland Teachers' Association and its Learning Resources Council (formerly the Educational Media Council) for its role in sponsoring symposia and other initiatives which influenced the creation of this document.

Carol-Ann Haycock, President of Human Resources Development Group, Vancouver, British Columbia, for her expertise and guidance in the development of this document.

Staff from the former Instructional Materials Section, the Curriculum Section, and Distance Education/Learning Resources Section (Department of Education) for keyboarding, document editing, and page layout.

Introduction

As students in today's schools approach the 21st century, they find themselves in an era of rapidly increasing knowledge and changing technology. It is no longer adequate for students to acquire a select body of knowledge and expect it to meet their needs as citizens of the next century. The need for lifelong learning is shifting the emphasis from a dependence on the 'what' of learning to the 'how' of learning - today's students must 'learn how to learn'.

Curriculum development which has taken place in our province during the last decade has reflected the need to broaden the resources, activities, and strategies which students experience, thus meeting a variety of learning needs and styles. This document outlines a series of guiding principles which gives a framework for curriculum development and implementation. This will ensure that the philosophy of resource-based learning permeates all subject areas and grade levels of our school system.

This document is not merely about learning resources, but is about teaching and learning. Learning resource centres and learning resource collections are seen as means to an end, rather than as ends in themselves. The emphasis in these policy statements, rationales, and guidelines is on implementing the curriculum, on achieving the Aims of Education of our province, and on providing quality education for all students.

Resource-based learning policies are the key to this document. Guidelines are provided to help with the implementation process. The Department of Education has a commitment to a philosophy of education which places the student at the centre, which advocates the provision of learning experiences that meet the learning needs of individual students and which actively involves them in the learning process. To maintain clarity and consistency within curriculum documents developed by the Department of Education, it is recommended that all curriculum planners adopt this concept. School districts should also use this as a basis for developing a district policy which recognizes the uniqueness of their own district. Teachers should adopt the practices implied by the process.

Learning to Learn

Learning To Learn describes an implementation strategy rather than a learning resources program. There is a common mission which will be accomplished in many different ways, depending on the size of school, location, resources, and personnel. Learning resources and learning strategies permeate the entire curriculum. Implementation of resource-based learning will be different in a small school in a remote community than it will be in a large urban school. There will also be dramatic differences across grade levels, with the primary school approaching this challenge quite differently from the secondary school.

Resource-based Learning

The Department's aim of providing students with the opportunity "to achieve their fullest and best development both as private individuals and as members of human society" (Aims of Education for Newfoundland and Labrador, p. 3) and its' commitment to a child centered philosophy is embodied in the implementation of resource-based learning.

The Department (Aims, pp. 6,7) suggests some general objectives for education in Newfoundland and Labrador schools. Resource-based learning is an ideal means of fulfilling all of these objectives, but three of them specifically correspond with the resource-based learning rationale:

- To ensure that all pupils master the fundamental skills of learning to the limit of their abilities;
- To provide opportunities for the development of pupils' abilities to think critically;
- To seek out and develop pupils' special talents and potential and to assist them in developing their strengths and in overcoming or adjusting to disabilities and weaknesses.

Although the term 'resource-based learning' may be relatively new, the Department has advocated this basic philosophy for many years, and many teachers use its techniques. The Department's commitment to this approach is outlined in *Program of Studies 1991-92*:

Learning to Learn

- A wide variety of resources are necessary to implement resource-based learning; to enrich learning experiences, to accommodate various learning styles, and to encourage a variety of instructional approaches. These additional resources can best be provided through a properly functioning learning resource centre. (p. vi)
- Learning centres and resource-based learning are important to the delivery of the primary curriculum. (p. 13)
- Grouping practices, the functional management of furniture, independent work activities, resource-based learning that emphasizes the child as a thinking, doing, and feeling learner are essential to elementary education. (p. 47)
- In the intermediate grades, students consolidate skills for continued learning...and develop competence in decision-making, leadership, self-reliance and taking responsibility. Problem solving, discussion, grouping procedures, and strategies that promote independent thinking are the primary approaches... (p.77)

Resource-based learning is identified by the following features:

- Students actively participate in their learning;
- Learning experiences are planned based on instructional objectives;
- Learning strategies and skills are identified and taught within the context of relevant and meaningful units of study;
- A wide variety of resources is used;
- Locations for learning vary;
- Teachers employ many different instructional techniques;
- Teachers act as facilitators of learning; continuously guiding, monitoring, and evaluating student progress;
- Teachers work together to implement resource-based learning across grade levels and subject areas.

Resource-based learning has many advantages. Placing students at the centre of the instructional process means that they will:

- acquire skills and attitudes necessary for independent, lifelong learning. They learn how to learn, one of the fundamental aims of education; interact in group work, sharing and participating in a variety of situations;
- think critically and creatively, experimenting and taking risks as they become independent problem-solvers and decision-makers;

Learning to Learn

- make choices and accept responsibility for these choices, thereby making learning more relevant and personal.

Policy Statements

1. The philosophy of resource-based learning shall guide the development of the curriculum in the province of Newfoundland and Labrador.
2. Development of skills for life-long learning through carefully planned resource-based learning experiences will be an integral part of the instructional process.

Models for Resource-based Learning

In order for students to become independent, discriminating learners they must use, think about and evaluate the learning process. Resource-based learning models can be used to integrate learning strategies and skills into curriculum activities. These strategies and skills permeate all subject areas and are the responsibility of all teachers.

The SUCCEED Model for Independent Learning

Several models (Alberta Education; Kuhlthau; Marland; Strippling and Pitts) have been developed to identify and define the necessary strategies which enable students to become independent learners. One example, The SUCCEED Model for Independent Learning on the following page, is based on research steps defined in **Information Skills in the Secondary Curriculum** (Marland, (ed.), 1981). This model clearly delineates the strategies used in the learning process and the skills required to employ them.

The teacher must guide and direct student progression through the stages, continuously encouraging the student to reflect on and review each preceding stage. The lists of skills required and process questions are not intended to be complete and comprehensive and should be used only as a guide in the development of a school's learning skills plan.

Underlying the SUCCEED Model is a school-based learning skills plan which, stressing the intellectual accessing skills generic to the curriculum, acts as a foundation to this process.

Learning to Learn

SUCCEED Model for Independent Learning			
	Stages	Skills Required	Process Questions
S	Select and focus topic and information needs.	Analyze broad topic. Narrow (focus) topic. Formulate research questions and objectives. Identify key terminology. Define terms and relationships. Reflect on the topic (review process).	What is my topic? What do I need to know about it? Who will see or use this information? How much detail is needed?
U	Uncover potential sources of information. Learn how to access them.	Identify information sources. Determine availability of resources. Locate resources. Review process.	Where can I find the information I need? How can I get to it? How is the information organized?
C	Collect, examine, and select suitable resources.	Choose resources. Examine resources. Select/reject resources. Review process.	Which are the best resources for me?
C	Compile relevant information from selected sources.	Choose relevant information. Organize information. Make outline; take notes; paraphrase; compile bibliography. Review process.	What information answers my research questions? How shall I organize and record this information?
E	Evaluate, interpret, analyze, and synthesize the information.	Review information. Interpret information. Draw conclusions. Review process.	What does this information mean? Does this apply to my topic? What conclusions can I draw from this information? Do I have all the information I need?
E	Establish and prepare an appropriate format and present the information.	Choose appropriate format. Write/create/produce. Edit/revise. Present information. Review process.	How should I present the information? What formats can I use? Who is my audience? Does the format I have chosen clearly and accurately present the information?
D	Determine the effectiveness of the whole process.	Evaluate product. Evaluate strategies and skills used. Review process.	Have I attained my objectives? What have I accomplished? How can I improve?

The EFFECTIVE Model for Planning Resource-based Learning

Careful planning is fundamental to successful resource-based learning, for both short-term activities and long-term integrated themes. Time constraints and the scheduling of resources, personnel, and space dictate well-organized, advanced planning through all phases of the learning experience. To facilitate systematic planning, the EFFECTIVE Model for Planning Resource-based Learning has been adapted from current instructional development models, specifically from **Teaching and Media** (Gerlach and Ely) and **Instructional Media** (Heinrich, Melinda, and Russell).

EFFECTIVE Model for Planning Resource-Based Learning	
E	Establish general goals and objectives from curriculum guides.
F	Focus on learners to determine their prior knowledge and skills.
F	Formulate specific objectives for the resource-based learning experience.
E	Establish instructional strategies, techniques, and learning activities.
C	Choose learning resources and locations.
T	Timetable access to resources, facilities, and personnel.
I	Implement the plan.
V	Verify that learning is occurring.
E	Evaluate student achievement and the instructional process.

Learning to Learn

EFFECTIVE - Establish general goals and objectives from curriculum guides.

The basis of the provincial curriculum is contained in the Department of Education policies and the curriculum guides. Any implementation of this centralized curriculum must begin with an examination of the goals and objectives stated in these documents.

EFFECTIVE - Focus on learners to determine their prior knowledge, skills, and interests.

Resource-based learning focuses on the learner and requires careful analysis of student characteristics. Consideration must be given to the following general characteristics:

- interests
- age and maturity
- attitude
- family history
- intellectual ability
- psychomotor development
- gender
- socio-economic/cultural background

Teachers should also consider the students' previous knowledge about the topic being studied, as well as their ability to use the learning strategies and skills necessary to complete a proposed assignment.

EFFECTIVE - Formulate specific objectives for the resource-based learning experience.

Objectives should specify what the learner is to gain from the resource-based learning experience in terms of knowledge, skills, and attitudes. Students

Learning to Learn

should know these objectives and, therefore, understand what is expected of them. Clearly defined objectives will also help teachers in appropriate selection of learning activities and resources and in evaluation of student progress. In order to meet the needs and interests of students, skills from the school's learning skills plan must be integrated with the skills, content and objectives specified in the curriculum.

EFFECTIVE - Establish instructional strategies, techniques and learning activities.

Instructional strategies, techniques and learning activities should reflect the specific objectives which have been formulated.

Naturally, not all objectives can be achieved through the same or similar means; nor do all students learn best under the same conditions. Resource-based learning provides flexibility to accommodate these differences. Students may often make choices about how they reach the objectives set for them. They may decide on the type of project or assignment they will do, the resources they will use, and the format of the final presentation. This flexibility allows for the integration of special needs students (including the gifted), enabling them to work at their own pace and ability level.

Learning Activities

Students need to be engaged in a variety of activities which appeal to their different learning needs. They learn through direct experiences, using the five senses - seeing, touching, hearing, smelling, and tasting. They also learn through vicarious experiences, through reading, listening and viewing. As students talk, dramatize, write, and draw, their thinking abilities are being developed, and their learning is thereby enhanced.

Examples of Learning Activities

Analyze	Collect	Compute
Construct	Create	Dance
(Examples, cont.)		

Learning to Learn

Debate	Design	Discuss
Dramatize	Draw	Experiment
Feel	Graph	Interview
Listen	Measure	Observe
Paint	Play	Photograph
Record	Roleplay	Sing
Smell	Speak	Solve Problems
Think	Travel	Take Notes
Videotape	Write	

For example, in resource-based learning, students:

- use actual literary works. Students may be exposed to the work by listening to an author reading his/her own work, by a teacher reading the work, or by reading the work themselves.
- experience aspects of Newfoundland culture through field trips, music, cooking, interviewing older people, or by reading descriptions of such experiences.
- conduct experiments themselves.
- are given choices in assignments (a final report may take the form of a written report, a detailed model or drawing, or an oral presentation) in order to accommodate different interests, abilities, and learning styles.

EFFECTIVE - Choose learning resources and locations.

Learning Resources

Resources for learning are many and varied. Textbooks can be important resources, but for active learning to take place, teachers must go beyond the content of any one text. To accommodate the different learning styles of individual students and to provide students with choices, a wide range of resources is necessary.

Learning to Learn

Examples of Learning Resources

Atlases	Audio Recordings
Books	Cartoons
Computer Software	Diagrams
Dictionaries	Displays
Documents	Dolls
Drawings	Encyclopedias
Films	Filmstrips
Games	Magazines
Manipulatives	Maps
Microfilm/fiche	Models
Multi-Media Kits	Musical Instruments
Newspapers	Paintings/Reproductions
People	Pets/Animals
Photographs/Slides	Pictures
Posters	Puppets
Realia	Television Programs
Textbooks	Video Recordings

All educational agencies will need to work together and try new approaches in order to meet the challenge of providing these resources. Sharing of resources and expertise will be more necessary than ever before if resource-based learning is to be successful.

Learning resource collections at the school level must be organized and catalogued; allowing easy access for both staff and students. At the district level, centralized collections and services will provide resources and expertise too expensive and/or difficult to maintain in every school. Progress in this area has already been made. Some school boards have made considerable effort in providing district support, and have qualified personnel providing leadership in this area.

Other services and resources are best provided at the provincial level. Audiovisual learning resources and consultative services from the Division of Program Development's Distance Education/Learning Resources Section, Curriculum Section, Language Programs Section and the Learning Resources Distribution Centre are available to both school boards and individual schools.

Learning to Learn

Locations for Learning

Learning can occur anywhere. In the school, the classroom is where most planned learning takes place. However, other parts of the school, the community, the local area, are also important locations where students can learn about their world. Resource-based learning seeks to utilize these many different locations.

Examples of Locations for Learning

School

Art Room	Cafeteria/Lunch Rooms
Classroom	Dark Room
Gymnasium	Home Economics Room
Music Room	Science Laboratory
Technology Education Laboratory	
Learning Resource Centre	

Local Environment

Barrens	Farms	Beaches
Forests	Bogs	Oceans

Community/Local Area

Arts & Culture Centres	Businesses
Churches	Fish Plants
Homes	Local Institutions
Local Organizations	Museums
Public Libraries	Ship Yards

Other

Student Tours	Student Exchanges
Personal Travel	

Students may, for example:

- work in the classroom at learning centres as part of a dinosaur unit.
- receive individual instruction in mathematics in the remedial classroom.
- research a topic in the learning resource centre.
- meet and listen to a reading by an author at the public library.

Learning to Learn

- visit the cemetery to record local history.
- go on a nature walk as part of a science lesson.
- videotape the local environment as motivation for poetry writing.
- prepare and serve a special meal in the cafeteria/lunch room as part of a unit or theme.

EFFECTIVE - Timetable access to resources, facilities, and personnel.

Planning and scheduling are crucial to implementing resource-based learning. Those involved in cooperatively planning and teaching a unit of study need to make early arrangements to ensure that individual timetables are compatible. Time periods must be set aside for planning, developing, implementing, and evaluating the whole resource-based learning unit. A reasonable amount of time must be allocated, so it is important to determine the estimated duration of the unit.

Learning resources that will be needed must be reserved or scheduled well in advance. This is particularly important for resources which are not available locally. Time must also be scheduled for the locations of the planned learning experiences. Areas which may be in high demand, such as the learning resource centre, the science laboratory, or the local museum, need to be reserved early to be accessible.

EFFECTIVE - Implement the plan.

At the implementation stage, the resource-based learning plan is put into action. The unit is introduced to the students in a positive, enthusiastic manner to motivate them to want to learn. They are given specific information about the subject content and the kind of projects or activities they will engage in or choose from. It is very important that clearly defined learning objectives are stated so students will know what is expected of them. The time frame and the evaluation procedures will also be outlined.

Learning to Learn

As students work through the unit, teachers are continually checking to make sure the working environment is conducive to successful completion of the project. In other words, they see that groups are cooperating and working well together, resources are suitable and accessible, and equipment is operating properly. Teachers will be guiding and instructing both individuals and groups through the course of the unit. Resource-based learning is flexible and adaptable, and changes in the plan may be necessary as students progress through their tasks.

EFFECTIVE - Verify that learning is occurring.

Teachers observe and assess the performance of students as they work through the unit. However, this role involves much more than simple observation, and teachers are very involved in the learning process. They act as facilitators of learning, constantly tracking student progress. They guide and monitor the learning process by questioning, prompting, assisting, and clarifying. Checkpoints requiring student response of interaction throughout the unit may be used to verify that learning is occurring.

Through careful monitoring and guidance, teachers can ensure that students are developing the learning strategies and skills outlined in the SUCCEED Model (p. 5) - the skills they need to become independent, life-long learners.

EFFECTIVE - Evaluate student achievement and the instructional process.

After the resource-based learning experiences have been completed and final presentations made, summative evaluation is necessary for both student achievement and the instructional process.

In evaluating student achievement and learning outcomes, there are some key questions to be answered:

- Did the students meet the learning objectives set for them?

Learning to Learn

- Do they know something new about the content?
- What learning strategies and skills have they improved in or mastered?
- Is further instruction necessary?
- How do the students feel about their achievements?
- Are they interested in pursuing the topic further?

To assess the instructional process, teachers must consider the following questions:

- Have the objectives of the unit been met?
- How effective were the learning activities used?
- Was the instruction effective and complete?
- Were the learning resources appropriate and suitable?
- Was the time frame reasonable?
- Were the students motivated throughout the unit?
- What modifications might be needed to meet all learning needs and objectives?

Cooperative Model for Planning and Teaching

Resource-based learning can occur in a single classroom and be organized and guided by a single teacher. However, to ensure that learning strategies and skills are integrated systematically into the curriculum, all those involved in planning learning experiences at the school level can benefit by working together. In schools with access to a learning resource teacher, classroom teachers can work with this individual to plan, develop, implement, and evaluate resource-based learning experiences.

This flexible process allows the teacher to structure units of study around the educational needs of individual students. Learning experiences are designed using a variety of resources and locations, taking into consideration the different learning styles and needs of the students.

The learning resource teacher can contribute to all phases of the process both as a teacher and a facilitator. Together, the classroom teacher and learning resource teacher will:

- determine the learning strategies and skills to be included in a unit;
- select appropriate resources;
- set up learning experiences to meet the objectives of the unit;
- guide and monitor student progress through the learning experience;
- evaluate student achievement of learning skills;
- evaluate the effectiveness of the resources and activities used.

Resource-based learning focuses on the student and learning. Ideally, teachers will work together to plan and implement learning experiences. Skills required for independent learning will be taught as an integral part of the curriculum. Where there are learning resource teachers, they will work cooperatively with other teachers to ensure the coordination and teaching of the learning strategies and skills.

Implementation: Leadership Roles and Responsibilities

Resource-based Learning

An implementation plan is essential when resource-based learning has been accepted as a paradigm. There are questions with respect to who has what responsibility in the implementation process. This section is provided to assist in this process. It identifies some of the roles and responsibilities of stake-holders. Please note that this is not intended as a recipe, but rather as a guide. Key elements are identified so that the growth of resource-based learning can be supported through the school system, and can be implemented.

Summaries are provided throughout the section in table form.

Learning to Learn

Resource Based Learning: Roles and Responsibilities		
Department of Education	School Boards	Schools
developing policy, guidelines, and standards for resource-based learning; encouraging and promoting the integration of learning strategies and skills into the curriculum; ensuring that all curriculum guides identify appropriate learning strategies and skills; providing consultative services and inservice to school boards on matters pertaining to resource based learning; assuming leadership in the provision of learning resources on a provincial or regional level; liaising with MUN Faculty of Education to ensure that courses in teacher education are consistent with the philosophy and programs of the schools; collaborating with other educational agencies in endorsing resource-based learning as a direction for professional development; implementing terminology changes as necessary to maintain consistency with Department policies (e.g., learning resource teacher for school librarian).	providing written policies related to resource-based learning and which reflect the provincial policy and guidelines; developing and implementing learning resource services, consistent with Department of Education standards and guidelines, to facilitate resource-based learning; providing leadership in developing and implementing a learning skills plan as an integral component of the cooperative planning and teaching process; evaluating learning resource services periodically; providing related inservice and consultative services to schools.	implementing resource-based learning; developing a learning skills plan; ensuring that appropriate learning strategies and skills are taught, through cooperative planning and teaching; providing time for cooperative planning and teaching; ensuring that learning resource centres operate on a flexible schedule to ensure maximum access for teachers and students; ensuring that inservice needs in the area of resource-based learning are identified and met.

Denominational Education Councils

The Denominational Education Councils are responsible for the religious education programs in our schools. They are, therefore, responsible for:

- developing religious education programs which incorporate resource-based learning;
- assisting in the identification of appropriate learning resources.

Collections

Resource-based learning requires the use of a wide range of resources. The learning resource centre, as the information and communication base of the school, should contain a well-developed collection of resources. This collection should consist of several types of media, offering information in a variety of formats and styles to correspond to the learning needs of students at various levels. Resources in the collection should be current and relevant, supporting and enriching both the curricular and recreational interests of the students and staff.

Some of the formats of resources stored and catalogued in the learning resources centre should include:

- books (fiction, non-fiction)
- newspapers
- magazines
- picture and pamphlet files
- audio and video tapes
- filmstrip and slide kits
- computer software
- maps and globes
- realia (e.g. models, costumes, art objects)

(See also Examples of Learning Resources, p. 10-11).

The number of items necessary in the collection depends on several factors. These include:

- school enrolment;
- number of grades in a school;
- number and type of programs offered by a school;
- accessibility of resources from other centres (e.g. district centre, public library);
- accessibility of information/resources through electronic means.

Learning to Learn

The effectiveness of a learning resource collection cannot be solely determined by the number of items in the collection, but by the quality and appropriateness of the items selected. Schools face a major challenge in selection because of the wide range of commercial materials and the various formats available. To ensure consistent selection of high quality resources which meet the curricular needs of the school, staff members should work with the district coordinator of learning resources (where available) to develop a collection development plan.

The collection development plan should be philosophically based on the curricular aims and objectives of the school. Criteria and procedures should be delineated for selection and acquisition of resources.

Some criteria to consider might be:

- correspondence to the educational aims of the school;
- appropriateness of the content for the ability and maturity levels of the students;
- accuracy of content;
- treatment of varying points of view;
- currency of information;
- physical appeal.

A collection development plan should also include procedures for weeding and discarding old material and a procedure for dealing with materials that may be challenged on the basis of suitability. Long and short term budget projections should be outlined, based on continuous needs assessment.

All schools, irrespective of size, should have access to a basic collection of learning resources. Major advances in technology may make this more attainable. Rural schools, in particular, can benefit tremendously from new information formats and delivery systems. To obtain maximum benefit from such innovations, districts will need to provide leadership and expertise in evaluating and applying these new technologies.

Guidelines:

1. Carefully selected learning resource collections should be available to students in all schools.

Learning to Learn

Collections: Roles and Responsibilities		
Department of Education	School Boards	Schools
developing minimum standards for collections in both school and district resource centres; providing provincial assistance to help in the development of learning resource collections; identifying a basic collection which is essential to support the curriculum; supplementing school and district collections by maintaining a provincial collection of learning resources. *	developing, implementing, and reviewing written policies, guidelines and procedures for learning resource collection development; designating the Library Materials Grant for the development and maintenance of the collection; providing additional funding for collection development and maintenance; developing and maintaining district learning resource collections, or sharing the development of a regional resource center; providing assistance in the selection of resources through the learning resource coordinator and resource selection aids; ensuring the provision of a basic collection in all schools; developing evaluation procedures to ensure that collections are current to support the curriculum; providing leadership in the application of new technology systems, and procedures which will assist in the implementation of resource-based learning. This is especially important in very small districts.	ensuring that collection policies, guidelines and procedures are developed and implemented in accordance with those of the district; ensuring that all teachers are involved in the selection of learning resource material; ensuring that there is an effective collection development program within the school; ensuring that funds allocated for learning resources are used for their specified purpose as defined in the Department of Education regulations.

*A provincial collection of learning resources normally consists of materials which are more economically provided at the provincial level. For example, materials which are best provided through the acquisition of provincial duplication rights and site licences.

Personnel

Successful implementation of resource-based learning depends on cooperation, commitment, and support throughout the educational system. District office personnel, principals, and all teachers have particular expertise to bring to, and responsibilities in, the implementation process. All must work together as partners towards the common goal of assisting students in achieving their maximum potential.

The District As Partner

Leadership at the district level is essential for the implementation of resource-based learning. It is the responsibility of all district personnel to provide leadership and assistance in the implementation of programs. All program coordinators should be familiar with the learning strategies and skills identified in their specific subject areas and give leadership in the integration of these with the subject content, through practical suggestions and ideas for activities and resources. Inservice programs should provide guidance and information on teaching techniques and learning resources within the subject context.

As a partner in resource-based learning, the district is responsible for:

- inservice programs;
- consultative services;
- learning resources which may be too expensive to be part of the school collection;
- coordination of district-wide resource services (e.g. selection policies, long-range development plans, use of new technologies, evaluation procedures, cataloguing procedures);
- arrangements for cooperation and sharing with other agencies (e.g. other districts, public libraries, museums, art galleries).

Learning to Learn

Individual school collections cannot provide all the resources needed to fulfil curriculum requirements. Districts need to explore alternatives to provide schools with access to these resources, as well as other services and expertise. These might include district resource centres, regional centres, and provincial collections and services.

In areas with few learning resource teachers, district personnel will have to assume responsibility for some school-based services as the need arises. These may include:

- selecting and cataloguing of resources;
- coordinating the development of a learning skills plan;
- assisting in cooperative planning and teaching.

The Principal as Partner

As instructional leaders in the school, principals play a key role in the implementation of resource-based learning. They must demonstrate commitment to a resource-based philosophy of learning by clearly identifying the role that learning resources will play in the curriculum, and the expectations for the school.

Principals provide leadership by:

- encouraging meaningful partnerships between all teachers to ensure that learning strategies and skills are integrated into the curriculum through a coordinated learning skills plan;
- providing for staff development;
- assessing the school's needs in relation to resource-based learning;
- providing adequate learning resources to implement programs;
- ensuring a flexible schedule for the learning resource centre and learning resource teacher to facilitate the cooperative partnership;
- evaluating periodically the implementation of resource-based learning within the school.

In schools without a learning resource teacher, the principal, with support and assistance from district personnel, must assume more responsibility to facilitate teachers working together to implement resource-based learning.

Learning to Learn

The Teacher as Partner

The chief responsibility of all teachers is to ensure that learning occurs. To do this they must match curriculum objectives with student learning needs. Teachers must be proficient in a wide variety of teaching techniques and be familiar with learning resources. They must be able to plan and organize resource-based instructional units which adapt curriculum objectives to the specific learning needs and interests of individual students.

Teachers working within the framework of resource-based learning will:

- assess the learning styles and needs of students;
- select and use appropriate teaching techniques and resources to meet student needs;
- ensure that learning strategies and skills are integrated into curriculum content;
- participate in the development of a school-based learning skills plan;
- work in partnership with other teaching personnel in developing and implementing resource-based learning experiences.

If the services of a learning resource teacher are available, teachers can work with this person to implement resource-based learning. The degree of involvement by the learning resource teacher will be determined by the particular objectives for a unit and the needs of the classroom teacher and students. At times, the learning resource teacher may act as a full teaching partner, and, at other times, may simply provide information and suggestions about learning resources and learning skills.

The Learning Resource Teacher As Partner

The learning resource teacher comes to the partnership with competency and experience as a teacher, and specialized training in learning resources and their use in instruction. As a partner the learning resource teacher will:

- ensure that learning strategies and skills are an integral part of the school curriculum;

Learning to Learn

- work with principals and other classroom teachers to develop a learning skills plan for the school;
- cooperatively plan, develop, teach, and evaluate resource-based learning units with other teachers;
- provide staff development activities to introduce and promote new learning resources and technology, and to provide guidance regarding their use;
- work with teachers to select learning resources which meet both curricular and student needs;
- work with teachers to develop and produce learning resources at the school level;
- arrange access to learning resources outside the school (e.g. the district resource centre, the Learning Resources Distribution Centre, public libraries, other schools);
- work with teachers and students in accessing, retrieving and using learning resources;
- work with teachers to provide reading, listening, and viewing guidance for students;
- work with other staff members to communicate to parents regarding resource-based learning.

In addition to these “partnership” responsibilities, the learning resource teacher must ensure that learning resources are available by administering the learning resource centre. This involves acquiring, classifying, and cataloguing resources; maintaining and weeding the collection; and circulating materials. The learning resource teacher may also have to maintain a budget, and recruit, train and supervise volunteer and clerical staff.

To fulfil these responsibilities, a qualified, full-time learning resource teacher is necessary. (See Appendix, p. 49). However, this is not possible in many schools. Alternate arrangements must be considered at the school and district levels to provide teachers with the essential support they need to implement resource-based learning. Cooperation will be required within a school, between schools, and among boards. This team effort may mean:

- more responsibility for principals and teachers for the development of a learning skills plan;
- direct participation of district personnel in resource-based learning activities at the school level;
- hiring part-time learning resource teachers who have other teaching responsibilities;

Learning to Learn

- sharing learning resource teachers between schools within a district;
- sharing learning resource teachers with other school boards in communities where there are a number of small schools under the jurisdiction of different school boards.

Guidelines:

- 2.a Personnel at all levels of the educational system must work as partners to effectively implement resource-based learning.**
- 2.b Access to qualified learning resource personnel is required at the district and school levels, to assist in the implementation of resource-based learning.**

Personnel: Roles and Responsibilities		
Department of Education	Schools Boards	Schools
providing provincial guidelines and standards on the qualifications and role of learning resource personnel;	recruiting, hiring, deploying, and evaluating district and school learning resource personnel;	deploying and utilizing learning resource personnel as per school board policy;
providing consultative services to the various educational agencies.	defining the roles of learning resource personnel in conformance with provincial guidelines;	communicating the role and responsibilities of the learning resource teacher;
	assisting schools in the provision and training of clerical staff for the learning resource centre.	recruiting, training, and organizing volunteers to assist in the learning resource centre.

Professional Development

Resource-based learning has been taking place in many classrooms for a long time, but, for some teachers, the philosophy behind this practice is a new and challenging one. To implement resource-based learning, some important conceptual changes may be necessary.

In addition to this, new technologies with educational value are emerging at an incredible rate. Microcomputers, compact disc players, interactive video - all have the potential to be powerful educational tools for teachers and students. Teachers need continuing education to use these and other innovations effectively. Many will need to acquire new skills and instructional techniques.

Professional development programs for teachers are crucial if these changes in philosophy, skills, and instructional techniques are to be realized. Teachers need practical guidance and support, including opportunities to deal with problems related to implementation and to share ideas and suggestions.

Resource-based learning is not course or subject specific, but permeates the entire curriculum, therefore, it must be addressed in all professional development programs. All educational agencies share the responsibility for delivery of such programs at different levels.

It is the responsibility of the Department of Education to initiate and guide professional development programs for the implementation of resource-based learning. This will involve the development of inservice programs for appropriate personnel at the Department and district levels. As well, the Department will develop, as necessary, support resources to assist school boards and other agencies in the professional development of their staffs.

School boards are responsible for professional development programs for their teaching personnel. Professional development initiatives should be designed to each board's specific requirements but within the framework set out by the Department. Guidance, follow-up and support must be available throughout the district. This may entail the provision or redirection of resources, personnel, and finances, in addition to those provided by the Department.

Learning to Learn

Full implementation of resource-based learning will require continuing professional development at the school level. Principals have to assess staff needs and ensure that the necessary professional development is provided. In order to maintain consistency of philosophy and message, schools should develop their programs in consultation with their school board.

Successful implementation of resource-based learning can only be realized through the support, cooperation, and interaction of all educational partners. Opportunities need to be provided for continuing education for all teachers, and for learning resource teachers to reach standard qualifications. (See Appendix).

Guidelines:

3. All educational partners must assume responsibility for professional development in the implementation of resource-based learning.

Professional Development: Roles and Responsibilities		
Department of Education	School Boards	Schools
investigating school based models of implementation and providing direction to school boards in their application;	implementing professional development activities in the area of resource-based learning for all teaching personnel;	ensuring that all staff members participate in professional development;
producing a series of video programs on resource-based learning;	providing inservice time and financial backing;	providing support and follow-up activities within the school.
publishing a provincial document on resource-based learning;	ensuring that there is follow-up for professional development.	
sponsoring professional development activities for provincial education consultants and school board program coordinators.		

Facilities

Resource-based learning requires a different use of space than traditional classroom settings. To use the full range of activities, resources, and location, as listed in chapter 2 (pp. 9-13), teachers need flexible space and furniture. Many resource-based learning experiences take place in the classroom, so areas with flexible seating arrangements are needed to allow for different groupings and activities.

Space and facilities are also required for storage and use of resources and equipment. In the design and construction or renovation of schools, consideration must be given to instructional space requirements relative to resource-based learning.

The school's collection of resources must be catalogued and housed in a central location to be efficiently used. This means all schools should have a learning resource centre. The centre should be an attractive and inviting area, furnished and decorated appropriately for its users. An all-grade school should have its learning resource centre equipped to meet the learning needs of all the different groups in the school.

The learning resource centre in a school should serve as the information base for both teachers and students. It should be designed with designated areas for specific functions including:

circulation	reference
individual/group study	shelving/storage
display	listening/viewing
production	administration

In schools where space may not be available for each of these areas in the learning resource centre, other areas within the school may be used. The classroom will continue to be the primary area for instruction, but other locations for learning must also be considered. (See Examples of Locations for Learning, p. 12).

Learning to Learn

Guidelines:

- 4.a School design should facilitate the implementation of resource-based learning.**
- 4.b A learning resource centre should be an integral part of every school.**

Learning to Learn

Facilities: Roles and Responsibilities		
Department of Education	School Boards	Schools
developing provincial standards for learning resource centres e.g., space, furniture and equipment, etc. The standards will consider schools of varying size, grade combinations, and variations in programming; reviewing and revising, where necessary, the School Planning Manual in light of changing instructional requirements; researching alternative instructional space configurations which will facilitate the delivery of resource-based programs, developing economical models based on the research, and providing such information to school planners and architects; providing capital funding to the Denominational Education Councils, as financial resources permit, to assist in the provision and improvement of learning resource centres in schools.	establishing a district learning resource centre or sharing in the development of a regional centre; establishing learning resource centres according to provincial standards in existing schools where such facilities are non-existent; ensuring that all new schools have learning resource centres which conform to provincial standards; evaluating existing learning resource centres against provincial standards and implementing plans to improve centres where deficiencies are present.	ensuring that the learning resource centre is readily accessible to all students and teachers for activities appropriate to resource-based learning; maintaining the learning resource centre; communicating the needs and deficiencies of the learning resource centre to the school board.

Denominational Education Councils

From grants provided by legislature of the Province, the Denominational Education Councils provide school boards with capital funds for new schools, for extensions and renovations to existing schools and for furniture and equipment. They are, therefore responsible, as financial resources permit, for:

assisting and encouraging the establishment of learning resource centres, in conformance with provincial standards, as part of all new schools;

assisting and encouraging the establishment or improvement of learning resource centres in conformance with provincial standards, in existing schools.

Funding

The provision of capital and operational funding is critical to the successful implementation of resource-based learning. Funds are necessary to:

- establish and maintain collections of learning resources at various levels;
- ensure that schools are designed, furnished, and equipped to facilitate resource-based learning;
- provide qualified personnel;
- provide staff with needed inservice.

Recognizing existing financial constraints, realistic alternatives have to be considered. These may include:

- sharing resources and personnel between schools and/or districts;
- establishing regional resource centres;
- strengthening relationships between schools and public libraries;
- installing alternative delivery systems, such as distance education;
- cataloguing and circulating locally developed resource-based units between schools and/or districts;

New directions in funding will challenge the creativity of all partners in the educational system. Schools and school districts will face the greatest challenge in finding the finances to address local, specific needs. They will have to assess needs, establish priorities, and develop short and long-term fiscal plans to move resource-based learning from theory to practice.

Guidelines:

5. **Implementation of resource-based learning must be supported financially on a continuous basis with an annual review to assess the funding needs relative to further improvements.**

Learning to Learn

Funding: Roles and Responsibilities		
Department of Education	School Boards	Schools
providing capital funding for learning resource facilities;	ensuring the proper application of allocated resource grants;	setting guidelines for expenditure of funds;
providing financial assistance for the establishment and maintenance of learning resource collections at the school and district levels;	budgeting for the allocation of general funding to resource-based learning;	budgeting for new materials, supplies, equipment.
financing the operation of provincial educational materials centre, production facilities and consultative services;	budgeting for the purchasing, cataloguing, and distribution of district resource materials;	
co-sponsoring professional development activities and short courses for skills upgrading of learning resource personnel.	providing clerical assistance in the district and the school learning resource centres;	
	sponsoring professional development activities and short courses for skills upgrading of learning resource personnel.	

Development Charts

One of the most difficult tasks in implementing any proposed change is to visualize what is involved in moving along a continuum to the desired state. The development charts which follow are provided to assist in implementing the changes recommended in this document. One chart examines the implementation of district services, four charts examine different types of school situations. All five charts provide descriptions of three levels of implementation, Phase One being minimal implementation, Phase Three being full implementation.

Four components of district services are described: staffing, the collection, facilities, and support to schools. At Phase One, facilities may be "a storage area with shelves for resources". At Phase Two, the district has "a self-contained area with shelving, catalogues and circulation area". At Phase Three, there is a fully equipped district centre.

Different kinds of schools, ranging from large to small, were considered, as well as different types of staffing arrangements. The charts for schools include details for: a school with a learning resource centre and a full-time learning resource teacher, a school with a learning resource centre and a part-time learning resource teacher, a school with a learning resource centre but no learning resource teacher, and the small school with no learning resource teacher or centre. Three components are described for each situation: staffing, the collection, and facilities.

Using these charts, school board personnel, school administrators, teachers, and learning resource teachers can identify their current status, and plan for further successful implementation. It should be noted that some schools or districts may initially require a progression from their current position to initial minimum implementation levels described in Phase One. Further, schools and districts are not restricted to moving through all phases. It is quite acceptable to skip a phase if this meets the outlined criteria. Neither is it necessary to be at the same phase for all categories at the same time. Phases are guidelines in the development process, and variations in this continuum may occur as a result of the specific circumstances present in a school or district.

Learning to Learn

District Services for Resource-Based Learning			
	Phase One	Phase Two	Phase Three
Staffing	subject coordinator with some responsibility for learning resources.	part-time learning resources coordinator with some training in learning resources full-time clerk	full-time qualified learning resources coordinator full-time clerk full-time qualified technical assistant
Collection	resources selected by subject coordinators with no organized method of cataloguing or circulation	resources are catalogued circulation procedures are in place selection is coordinated	fully catalogued collection with on-line catalog selection based on selection policy and collection development plan well defined circulation procedures with automated circulation system
Facilities	storage area with shelves for resources	self-contained area with shelving, catalogs, and circulation area	provision of areas to accommodate: - administration - circulation - resource storage - displays - previewing - teacher productions - video productions - audio productions
Support to Schools	consultation provision of limited resources inservice	consultation district collection selection aids and assistance with selection inservice	consultation district collection selection policy and selection aids production assistance materials design coordination of equipment repair inservice

Learning to Learn

Learning Resource Centre: Full Time Learning Resource Teacher			
	Phase One	Phase Two	Phase Three
Staffing	LRT (Learning Resource Teacher) responsible for managing, establishing circulation procedures, with cooperative planning a major role. Volunteer Support: annual, sporadic, no training Limited teacher involvement	Cooperative planning and teaching a predominant role, as is selection and other professional duties. Clerical assistance for routine tasks. Volunteer Support: continues year-to-year training program available Moderate teacher involvement	Allocation of LRTs meets or exceeds accepted standards. Cooperative planning and other professional duties predominant role of LRT. Library technician on full-time basis handles all routine circulation /housekeeping duties. Volunteer Support: continues year-to-year continuing training program Heavy teacher involvement
Collection	Selection responsibility of LRT with input from staff to develop relevant collection. A collection in a variety of formats, with resources in major areas of the curriculum. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. A written circulation procedure. Movement towards school level collection development plan based on district and provincial guidelines.	Selection responsibility of LRT with increased input from staff to develop relevant collection. Expanded collection with an increased number of formats. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. Expanded circulation procedures. Collection development plan at school level, based on district and provincial guidelines.	Overall selection responsibility of LRT with major input from staff to develop relevant collection. A well-rounded collection. All relevant formats - microform, computer based information, computer software. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. Well-defined circulation procedures. Collection development plan at school level, based on district and provincial guidelines.

Learning to Learn

Learning Resource Centre: Full Time Learning Resource Teacher (continued)			
	Phase One	Phase Two	Phase Three
Facilities	A Learning Resource Centre is provided to accommodate at least one class of students. Area includes storage, shelving and circulation.	Facility meets provincial standard and includes the following: - areas for individual and small group work/study, as well as large group - storage/shelving of resources and equipment - circulation of resources and equipment - viewing and listening areas - materials production - displays - learning resource centre administration has distinct area Design elements of LRC to consider standards for: - lighting - acoustics - furniture - size - accessibility - equipment - storage, retrieval, circulation areas.	Facility exceeds provincial standards. Particular emphasis on incorporating new technologies. Seminar rooms, multimedia viewing rooms, production facilities adjoining resource centre.

Learning to Learn

Learning Resources Centre: Part-Time Learning Resource Teacher			
	Phase One	Phase Two	Phase Three
Staffing	LRT responsible, on a part-time basis, for managing, establishing circulation procedures, with cooperative planning a major role. LRT provides housekeeping, circulation, selection, with limited cooperative planning and teaching. Volunteer support: annual, sporadic, no training Limited teacher involvement	LRT responsible for management, selection, etc., with cooperative planning and teaching a significant role. Circulation/housekeeping handled by volunteers and by other teachers. Volunteer support: continues year-to-year training program available Moderate teacher involvement	Cooperative planning, teaching, and selection becomes predominant roles. Full-time clerical assistance. Volunteer support: continues year-to-year continuing training program Heavy teacher involvement
Collection	Selection responsibility of LRT with input from staff to develop relevant collection. A collection in a variety of formats, with resources in major areas of the curriculum. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. A written circulation procedure. Movement towards school level collection development plan based on district and provincial guidelines.	Selection responsibility of LRT with increased input from staff to develop relevant collection. Expanded collection with an increased number of formats. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. Expanded circulation procedures. Collection development plan at school level, based on district and provincial guidelines.	Overall selection responsibility of LRT with major input from staff to develop relevant collection. A well-rounded collection. All relevant formats - microform, computer based information, computer software. Centrally catalogued with standard procedures, materials received pre-processed, computerized when possible. Well-defined circulation procedures. Collection development plan at school level, based on district and provincial guidelines.

Learning to Learn

Learning Resource Centre: Part-Time Learning Resource Teacher (continued)			
	Phase One	Phase Two	Phase Three
Facilities	A Learning Resource Centre is provided to accommodate at least one class of students. Area includes storage, shelving and circulation.	Facility meets provincial standard and includes the following: - areas for individual and small group work/study, as well as large group - storage/shelving of resources and equipment - circulation of resources and equipment - viewing and listening areas - materials production - displays - learning resource centre administration has distinct area Design elements of LRC to consider standards for: - lighting - acoustics - furniture - size - accessibility - equipment - storage, retrieval and circulation areas.	Facility exceeds provincial standards. Particular emphasis on incorporating new technologies. Seminar rooms, multimedia viewing rooms, production facilities adjoining resource centre.

Learning to Learn

Learning Resource Centre: No Learning Resource Teacher			
	Phase One	Phase Two	Phase Three
Staffing	Team approach by entire staff, under the leadership of the principal and district personnel, to organize and circulate resources. Volunteer support.	Team approach by entire staff, under the leadership of the principal and district personnel, or organize and circulate resources. Teacher relieved of some classroom duties to perform basic clerical tasks. Volunteer support. Clerical assistance.	Team approach by entire staff, under the leadership of the principal and district personnel, to organize and circulate resources. Teacher with some training relieved of duties to become involved in cooperative planning and teaching. Volunteer support. Support from a library technician.
Collection	Entire staff participate in selection and acquisition through informal meetings and discussion. Access community resources. Resources catalogued.	Selection and acquisition by staff, in consultation with district personnel, through planned meetings and inservice time. Collection includes reference, nonfiction, fiction, periodicals, and nonprint materials.	Selection and acquisition by staff, in consultation with district personnel, through planned meetings and inservice time. Collection includes reference, nonfiction, fiction, periodicals, nonprint materials.

Learning to Learn

Learning Resource Centre: No Learning Resource Teacher (continued)			
	Phase One	Phase Two	Phase Three
Facilities	A Learning Resource Centre is provided to accommodate at least one class of students. Area includes storage, shelving and circulation.	Facility meets provincial standard and includes the following: - areas for individual and small group work/study, as well as large group - storage/shelving of resources and equipment - circulation of resources and equipment - viewing and listening areas - materials production - displays - learning resource centre administration has distinct area Design elements of LRC to consider standards for: - lighting - acoustics - furniture - size - accessibility - equipment - storage, retrieval and circulation areas.	Facility exceeds provincial standards. Particular emphasis on incorporating new technologies. Seminar rooms, multimedia viewing rooms, production facilities adjoining resource centre.

Learning to Learn

Small School: No Learning Resource Centre or Learning Resource Teacher			
	Phase One	Phase Two	Phase Three
Staffing	Team approach by entire staff, under the leadership of the principal and district personnel, to organize and circulate resources. Volunteer support.	Team approach by entire staff, under the leadership of the principal and district personnel, to organize and circulate resources. Teacher relieved of some classroom duties to perform basic clerical tasks. Volunteer support.	Team approach by entire staff, under the leadership of the principal and district personnel, to organize and circulate resources. Teacher with some training relieved of duties to become involved in cooperative program planning and teaching. Clerical assistance. Volunteer support.
Collection	Class collections, with no coordinated effort to select and centralize materials. A list of resources kept and circulated by administration or designate.	Selection and acquisition by staff, in consultation with district personnel, through planned meetings and inservice time. Resource catalogue established for print materials. Basic reference and print materials.	Selection and acquisition by staff, in consultation with district personnel, through planned meetings and inservice time. All resources catalogued. Collection includes reference nonfiction, fiction, periodicals, and nonprint materials.
Facilities	An area of a classroom or areas in each classroom contain shelves for resource storage.	Part or all of a multi-purpose room may serve as a centralized area for the collection, with provision for resource-based learning (may not apply to one-room schools).	A specific room is dedicated for storage and circulation of resources, with provision for resource-based learning (may not apply to one-room schools).

GLOSSARY

Cataloguing:

The process of recording bibliographic and classification information on each item in a collection of materials. The purpose of cataloguing is to develop an index to the collection, thereby enabling users to readily locate specific items.

Classroom Teacher:

All teachers responsible for instruction, including specialist units such as educational therapists, etc.

Collection Development Plan:

A long range plan for the development of a collection of learning resources. Such a plan includes procedures and criteria for needs assessment, selection and acquisition of new resources, as well as the discarding of outdated and inappropriate materials.

Cooperative Planning and Teaching:

The process of instructional planning and teaching where the classroom teacher and the learning resource teacher cooperatively plan and implement resource-based instruction to incorporate knowledge and learning skills objectives.

Learning Resources:

All material and human resources which may be used to assist students in the learning process. Included are books, magazines, pictures, audiovisual programs, computer software, real objects, models, and people.

Learning to Learn

Learning Resource Centre:

The space within the educational institution (school, district office, etc.) which is dedicated to the storage and utilization of a collection of learning resources. Synonymous terms are school library, media centre, etc.

Learning Resource Teacher:

The person responsible for the school's learning resources and their utilization in resource-based learning. Synonymous terms are school librarian and teacher-librarian.

Learning Skills and Strategies:

Curriculum-based skills related to learning. These include skills in the retrieval, processing, evaluation, and presentation of information as well as critical and creative thinking skills. Learning strategies refer to the ways students apply these skills.

Learning Skills Plan:

A sequence of learning skills relative to the ability levels of students.

Resource-Based Learning:

Planned instructional activities, based on student needs and curriculum objectives, which actively involves students in the learning process through the use of a wide range of appropriate learning resources.

References

- American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago, Illinois: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1988.
- Alberta Education. *Focus on Learning: An Integrated Program Model for Alberta School Libraries*. Edmonton, Alberta: Government of Alberta, September, 1985.
- Alberta Education. *Focus on Research: A Guide to Developing Students' Research Skills*. Edmonton, Alberta: Government of Alberta, 1990.
- Belbin, Calvin. *School Library Services in Newfoundland: A Report*. Prepared for the Newfoundland and Labrador Department of Education. St. John's: Government of Newfoundland and Labrador, 1987.
- Beswick, Norman. *Resource-Based Learning*. London, England: Heinemann Educational Books, 1977.
- Branscombe, F.R. and Newsom, HE. (eds.). *Resource Services for Canadian Schools*. Prepared for the Association for Media and Technology in Education in Canada and the Canadian School Library Association. Toronto: McGraw-Hill Ryerson, 1977.
- British Columbia Ministry of Education. *Sources and Resources: A Handbook for Teacher-Librarians in British Columbia*. Victoria, B.C.: Government of British Columbia, 1978.

Learning to Learn

Calgary Board of Education. *Duties and Responsibilities of Teacher Librarians: Regulation 1,004.6(a) revised*. Calgary, Alberta: Author, 1985.

- *Resource Centre Programs: Policy and Regulations #3,012*. Calgary, Alberta: Author, 1985.

- *Resource Centre Programs: Resource Program Components*. Calgary, Alberta: Author, n.d.

Educational Media Council. *Learning to Learn: Standards for Library Resource Centres in Newfoundland and Labrador*. St. John's, Newfoundland: Newfoundland Teachers' Association, Advanced Edition, 1987.

- *Resource-Based Teaching*. St. John's, Newfoundland: Newfoundland Teachers' Association, n.d. (a brochure).

Educational Media Leadership Group. *A Statement of Concern*. A paper presented to Dr. F. Riggs, Small Schools Study Project. St. John's, Newfoundland: Author, October, 1986.

Gerlach, Vernon S., and Ely, D. P. *Teaching and Media: A Systematic Approach*, 2nd. ed. Englewood Cliffs, N.J.: Prentice Hall, 1980.

Hambleton, Alixe. *Learning Resource Centres in Saskatchewan*. Regina, Saskatchewan: Government of Saskatchewan, 1983.

Haycock, Ken (ed.). *Education for School Librarianship in Canada*. Prepared for the Canadian School Library Association. Ottawa, Ontario: Canadian Library Association, 1982.

Heinich, Robert; Melinda, M.; and Russell, J.D., *Instructional Media and the New Technologies of Instruction*. New York: Wiley, 1982.

Kuhlthau, Carol Collier. *Teaching the Library Research Process: A Step-by-Step Program for Secondary School Students*. West Nyack, N.Y.: Center for Applied Research in Education, Inc., 1985.

Learning to Learn

- Marland, Michael (ed.) *Information Skills in the Secondary Curriculum*. The recommendations of a working group sponsored by the British Library and the Schools Council. Schools Council Curriculum Bulletin 9. London, England: Methuen Educational, 1981.
- Meyers, Judith. "Policy and Policymaking for School Library Media Specialists." In S. Aaron and P. Sceales. *School Library Media Annual*, Vol. 1. Englewood, CO.: Libraries Unlimited, 1983.
- Newfoundland and Labrador Department of Education. *Aims of Public Education for Newfoundland and Labrador* (revised edition). St. John's, Newfoundland: Government of Newfoundland and Labrador, 1984.
- *The Master Guide for Social Studies*. St. John's, Newfoundland: Government of Newfoundland and Labrador, 1978.
 - *Program of Studies, 1991-92*. St. John's, Newfoundland: Government of Newfoundland and Labrador, 1991.
- New Brunswick Department of Education. *Policy Statement: School Auxiliary Personnel-Library*. Fredericton, New Brunswick: Government of New Brunswick, June 29, 1978 (Index No. 107).
- *Report: Task Force on School Libraries*. Fredericton, New Brunswick: Government of New Brunswick, 1977.
- Ontario Ministry of Education. *Library Materials Centres for Secondary Schools*. Toronto, Ontario: Government of Ontario, n.d.
- *Library Resource Centres for Elementary Schools*. Toronto, Ontario: Government of Ontario, March 1986.
 - *Partners in Action: The Library Resource Centre in the School Curriculum*. Toronto, Ontario: Government of Ontario, 1982.
- Riggs, Frank. *Report of the Small Schools Study Project*. Prepared for the Newfoundland and Labrador Department of Education. St. John's, Newfoundland: Government of Newfoundland and Labrador, 1987.

Learning to Learn

- Saskatchewan Association of Educational Media Specialists. *The 4th R: Resource-Based Learning*. Regina, Saskatchewan: Saskatchewan Teachers' Federation, 1986.
- Saskatchewan Education. *Learning Resource Centres in Saskatchewan: A Guide for Development*. Regina, Saskatchewan: Government of Saskatchewan, 1988.
- *Libraries for Learning: Guidelines for Action*. The final report of the Minister's Advisory Committee on Learning Resource Centre Services. Regina, Saskatchewan: Government of Saskatchewan, 1986.
- *Resource-Based Learning: Policy, Guidelines, and Responsibilities for Saskatchewan Learning Resource Centres*. Regina, Saskatchewan: Government of Saskatchewan, 1987.
- Stripling, Barbara K. and Judy M. Pitts. *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood Cliffs, Colorado: Libraries Unlimited, 1988.
- Taylor, L.C. *Resources for Learning*, 2nd ed. Harmondsworth, England: Penguin Books, 1971.

Appendix

Reprinted with permission from:

Haycock, Ken (ed.). *Education for School Librarianship in Canada*.
Prepared for the Canadian Library Association. Ottawa: Canadian
Library Association, 1982. pp. 19-25.

Canadian School Library Association The Qualifications for Teacher-Librarians

Introduction

During the past two decades, our schools have been struggling to adapt to the changing needs of society. What has emerged is an institution which focuses on the development of individuals who are prepared to think rationally and logically for themselves and to assume responsibilities. To develop students of this type has meant that schools have had to emphasize learner-oriented methods such as guided discovery and inquiry as well as traditional teacher-oriented methods.

This broadening of educational methodology has had a great impact on school libraries. Many school librarians have been leaders in understanding and focusing on the expanding variety of teaching approaches and student experiences which the changing needs of society require. It is fact, however, that the inclusion of inquiry, individualization and independent study programs has placed many additional demands on the library and on the librarian. The need today is for the learning resource teacher to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and merely a place to a service and

Learning to Learn

a concept, a learning resource centre for teachers and students. We attempt to identify those competencies which are essential to the success of a teacher-librarian. In each case competencies are listed and have been developed and defined through multiple indicators of quality.

Expectations for teacher-librarians are very high. It is expected that a teacher-librarian will be in the forefront of curriculum and professional development services, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the district.

For the teacher-librarian to achieve these expectations, adequate support staff is essential to free the professional from clerical and technical tasks. School districts must recognize this need if the potential of the teacher-librarian and resource centre is to be realized.

It should be noted that successful completion of formal course work will not guarantee success as a teacher-librarian. Personality factors, interpersonal relations skills, creativity, flexibility, professional commitment, and willingness to participate in continuing education, should be major factors in evaluating a teacher-librarian.

Recent advances in education make it essential that the teacher-librarian demonstrates the competencies outlined if the resource centre is to offer an educational service which is vital to the school's instructional program.

Areas of Competence

Although teacher-librarians have competence in the areas listed, services are offered on the basis of the school program and the availability of personnel, materials and facilities. Priorities are determined by the individual school since not all services will be offered in every school or to the same extent in all schools. Different approaches to evaluation are available to administrators, school staffs and teacher-librarians and several of these are outlined in the Winter, 1974 issue (Volume 17, Number 2) of Moccasin Telegraph.

Learning to Learn

1. Competency: Administration of the Learning Resource Program

Administration includes the ability to manage resource centre programs, services and staff in order that these services may contribute to the stated educational goals of the school.

Indicators of Competence:

The teacher-librarian is able to:

1. Establish rapport with school staff, students and community.
2. Establish short and long range goals in terms of district guidelines and school objectives.
3. Select, supervise and plan for the effective use of resource centre professional and support staff.
4. Recruit, select, train and motivate adult and student volunteers.
5. Invite and accept suggestions from teaching staff about the services the program provides.
6. Develop resource centre facilities to support the objectives of the instructional program.
7. Plan for efficient use of space and equipment and for appropriate security for learning resources.
8. Plan and manage a flexible budget which reflects the instructional program.
9. Organize and develop staff, collections, budget, facilities and services to achieve objectives.
10. Maintain an inventory of materials and equipment.
11. Prepare oral and written reports on the resource centre program.
12. Provide an environment conducive to learning.
13. Apply technological advances such as automation to resource centre services.
14. Involve school staff in the evaluation of the effectiveness of resource centre program in terms of district guidelines and school objectives.

Learning to Learn

2. Competency: Selection of Learning Resources

The selection of learning resources includes the ability to apply basic principles of evaluating learning resources for the purpose of developing a collection which will support the instructional program in the school.

Indicators of Competence:

The teacher-librarian is able to:

1. Develop and implement criteria for the evaluation and selection of a wide range of resources.
2. Develop policies and procedures for the selection of learning resources which meet curricular, informational and recreational needs.
3. Build a collection of bibliographic and evaluative sources to provide current information about learning resources and equipment.
4. Organize teacher involvement in the preview, evaluation and selection of learning resources.
5. Develop extensive "consideration for purchase" titles of book and nonbook media.

3. Competency: Acquisition, Organization and Circulation of Learning Resources

The acquisition, organization and circulation of learning resources includes the professional tasks of classifying and cataloguing information and of organizing circulation procedures and the supervision of efficient and systematic technical and clerical support services.

Indicators of Competence:

The teacher-librarian performs, organizes systems and/or deploys trained assistants to:

1. Implement procedures for ordering, receiving and processing learning resources.
2. Classify and catalogue learning resources as necessary and according to accepted standards.

Learning to Learn

3. Maintain an accurate catalogue according to established rules.
4. Develop an efficient system for lending, renewing, reserving and recalling needed learning resources and equipment.
5. Route curriculum resources and professional materials.
6. Establish procedures for, and encourage the use of, interlibrary loans.
7. Select commercial cataloguing services appropriate to school needs.

4. Competency: Reading, Listening and Viewing Guidance

Guidance in reading, listening and viewing includes the ability to assess student needs and interests and to provide resources which satisfy a given situation. Through this guidance students develop attitudes, appreciations and skills that motivate and stimulate the improved selection of appropriate learning resources.

Indicators of Competence:

The teacher-librarian is able to:

1. Work with individuals and groups of students to provide direction, improve selection, and develop critical thinking.
2. Provide guidance for students and teachers during the school day and before and after school.
3. Share with students and teachers the joy of reading.
4. Promote appreciation and interest in the use of learning resources by giving book/media talks.
5. Develop storytelling, storyreading and other resource-centered programs for language development.
6. Assist students and teachers in the effective use of media.
7. Recommend to teachers learning resources in various formats which may assist in the accomplishment of specific learning objectives.
8. Advise teachers of medium appropriateness for particular instructional purposes.

Learning to Learn

5. Competency: Design and Production of Learning Resources

The design and production of learning resources include the ability to plan, design and produce materials for a specific instructional purpose, such as to improve communication effectiveness skills, where appropriate commercial materials are not available.

Indicators of Competence:

The teacher-librarian is able to:

1. Advise students and teachers in media design and production through instruction and in-service programs.
2. Supervise the production of materials such as cassettes, slides, transparencies, talking books, video and slide/tape presentations.
3. Assist in the evaluation of media produced

6. Competency: Information and Reference Services

Information services include the ability to use reference materials in seeking answers to questions. The teacher-librarian also acts as a liaison between the resource centre/school and outside agencies for information services and resources.

Indicators of Competence:

The teacher-librarian is able to:

1. Answer, or obtain answers to, questions from teachers and students.
2. Provide guidance to teachers and students on locating information.
3. Develop a working relationship with public libraries, specialized libraries, other resource centres, community organizations, resource people and district resource services.
4. Locate specific information and resources found outside the school.

Learning to Learn

5. Participate in cooperative and coordinated projects within the district which involve the sharing of ideas, experiences and learning resources.

7. Competency: Promotion of the Effective Use of Learning Resources and Services

The promotion of the effective use of learning resources and services includes the ability to alert users to the full range of available resources.

Indicators of Competence:

The teacher-librarian is able to:

1. Communicate effectively with teachers and administrators.
2. Develop an informational and public relations program for staff, students and the community.
3. Capitalize on themes through special promotions and media celebrations.
4. Develop bulletin boards, displays, and other publicity materials.

8. Competency: Cooperative Program Planning and Teaching

Cooperative program planning and teaching include the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate/learning strategies.

Indicators of Competence:

The teacher-librarian is able to:

1. Develop cooperatively with teachers a sequential list of media, research and study skills for cross-grade and cross-subject implementation.
2. Plan and develop units of work with teachers from the setting of objectives to evaluation.

Learning to Learn

3. Integrate media, research and study skills with classroom instruction for independent and continued learning.
4. Pre-plan with teachers and teach skills integrated with classroom instruction to large and small groups and individuals.
5. Integrate the planned use of learning resources with the educational program.
6. Provide leadership to develop programs which integrate the promotion of reading with the total school program and with individual teacher programs.
7. Initiate specific teaching units to encourage the acquisition of skills and the effective use of learning resources.
8. Provide curriculum-related book and nonbook media talks and celebrations.
9. Compile bibliographies, resource lists and book and nonbook media lists as needed.

9. Competency: Professionalism and Leadership

Professionalism and leadership include the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities.

Indicators of Competence:

The teacher-librarian is able to:

1. Develop a strong team approach with other teachers.
2. Lead in-service education programs on the effective use of the resource centre: criteria for selection of materials; designing resource-based units of study; using audio-visual equipment; promoting voluntary reading; media, research and study skill development; cooperative teaching; community resources.
3. Share techniques and strategies for using learning resources.
4. Involve students and staff in establishing learning resources policy and service guidelines.
5. Plan strategies for developing, presenting and securing support for learning resource services.

Learning to Learn

6. Serve on local and district curriculum committees.
7. Keep abreast of current developments in school librarianship, library and information science, media services and related fields.
8. Participate in the school's educational program by serving on advisory groups and committees and working with the student extra-curricular program.
9. Take advantage of opportunities for continuing education and professional development.
10. Apply specific research findings and the principles of research to the development and improvement of resource centre services.
11. Maintain membership and participate in professional education and library associations at the local, provincial and national levels.

Guiding Principles for Education for School Librarianship

Although there is little consistency in provincial requirements for learning resource teachers, the Canadian School Library Association believes that programs for the education of teacher-librarians should reflect the areas of competence outlined. Further, the following basic principles should form the foundation for formal education programs:

- a valid teaching certificate and successful classroom teaching experience should be required of all candidates prior to entry
- programs should be offered at the post-baccalaureate and/or graduate levels only
- courses should reflect the general framework of teaching and learning in elementary and secondary schools programs should reflect an integrated approach to "library" and "audio-visual" services
- programs should be a minimum of one academic year or equivalent

Learning to Learn

access to programs should be improved through part-time and summer session study and continuing education opportunities

New and revised programs for the education of teacher-librarians should be based on required competencies. These programs and provincial requirements should be developed as soon as possible by agencies involved in education for school librarianship in consultation with the appropriate professional associations.

Learning to Learn

Sources

American Association of School Librarians. Certification of School Media Specialists Committee. Certification Model for Professional School Media Personnel. Chicago: American Library Association, 1976.

American Association of School Librarians. School Library Manpower Project. Behavioural Requirements Analysis Checklist; A Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel, by Robert N. Case and Anna Mary Lowrey. Chicago: American Library Association, 1973.

American Association of School Librarians. School Library Manpower Project. Curriculum Alternatives; Experiments in School Library Media Education, by Robert N. Case and Anna Mary Lowrey. Chicago: American Library Association, 1974.

American Association of School Librarians. School Library Manpower Project. Evaluative of Alternative Curricula; Approaches to School Library Media Education, by Robert N. Case and others. Chicago: American Library Association, 1975.

British Columbia School Librarians' Association. Vancouver Chapter. Minimum Qualifications for Teacher-Librarians in District 39 (Vancouver). Vancouver: Vancouver School Board Library Services, 1979.

Canadian School Library Association. Education for School Librarianship Committee. Education for School Librarianship in Canada; Proceedings of a Workshop held at Jasper Park Lodge on Saturday, June 8, 1968. Sponsored by the Canadian School Library Association, Alberta School Library Council and the Saskatchewan Association of School Librarians. Ottawa: Canadian Library Association, 1970.

Learning to Learn

Chisholm, Margaret E. and Donald P. Ely. *Media Personnel in Education: A Competence Approach*. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

Davies, Ruth Ann. *The School Library Media Centre; A Force for Educational Excellence*. Second Edition. New York: R.R. Bowker, 1974.

Haycock, Ken. "The School Librarian as a Professional Teacher." *Moccasin Telegraph*, Volume 19, Number 3-4 (Spring-Summer, 1977), pp. 2-6+.

Haycock, Ken. *Services of School Resource Centres: A Discussion and Planning Guide*. London, Ontario: Dyad Services, 1975.

Media Programs: District and School. Prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. Chicago: American Library Association, 1975.

Resource Services for Canadian Schools, edited by Frederic R. Branscombe and Harry E. Newsom. Prepared for the Association for Media and Technology in Education in Canada and the Canadian Society Library Association. Toronto: McGraw-Hill Ryerson, 1977.

Prepared for the Canadian School Library Association by the Committee to Develop a Model Curriculum for Education for School Librarianship:

Liz Austrom;
Dave Boettcher;
Stan Copland;
Gerry Gibb;
Ken Haycock,

Convener; Debbie Porteous

in consultation with a national reactor panel